U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12SD2

School Type (Public Schools): (Check all that apply, if any) ☐ Charter ☑ Title 1 ☐ Magnet ☐ Choice

Name of Principal: Mr. Charles Sykora

Official School Name: Wall Elementary School
School Mailing Address: 401 South Boulevard West
PO Box 414
Wall, SD 57790-0414

County: Pennington State School Code Number*: 51-5

Telephone: (605) 279-2156 E-mail: charles.sykora@k12.sd.us

Fax: (605) 279-2613 Web site/URL: www.wall.k12.sd.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Dennis Rieckman Superintendent e-mail: Dennis.Rieckman@k12.sd.us

District Name: Wall School District District Phone: (605) 279-2156

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Scot Eisenbraun

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.

5. The school has been in existence for five full years, that is, from at least September 2006.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district (per district designation):
   - 2 Elementary schools (includes K-8)
   - 1 Middle/Junior high schools
   - 1 High schools
   - 0 K-12 schools
   - 4 Total schools in district
2. District per-pupil expenditure: 9708

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area

4. Number of years the principal has been in her/his position at this school: 12

5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	13	10	23		7	0	0	0
1	13	6	19		8	0	0	0
2	5	7	12		9	0	0	0
3	8	5	13		10	0	0	0
4	8	7	15		11	0	0	0
5	9	8	17		12	0	0	0
					Total in Applying School:			99

6. Racial/ethnic composition of the school:

14 %	American Indian or Alaska Native
0 %	Asian
1 %	Black or African American
0 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
85 %	White
0 %	Two or more races
100 %	Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 5%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1, 2010 until the end of the school year.	1
(2)	Number of students who transferred ***from*** the school after October 1, 2010 until the end of the school year.	4
(3)	Total of all transferred students [sum of rows (1) and (2)].	5
(4)	Total number of students in the school as of October 1, 2010	101
(5)	Total transferred students in row (3) divided by total students in row (4).	0.05
(6)	Amount in row (5) multiplied by 100.	5

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 31%

Total number of students who qualify: 31

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 9%

Total number of students served: 9

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

0	Autism	0	Orthopedic Impairment
0	Deafness	0	Other Health Impaired
0	Deaf-Blindness	6	Specific Learning Disability
0	Emotional Disturbance	3	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	6	0
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	2	6
Paraprofessionals	1	3
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	0	8
Total number	10	17

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 17:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	96%	95%	96%	96%	96%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**
Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____%
Enrolled in a community college	_____%
Enrolled in vocational training	_____%
Found employment	_____%
Military service	_____%
Other	_____%
Total	**0**%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☉ No

○ Yes

If yes, what was the year of the award?

PART III - SUMMARY

12SD2

Wall Elementary School is located in the community of Wall, South Dakota. Wall Elementary School serves 99 students in grades K-5. Of the 113 students, 84% of the students are White, 14% are Native American, and 1% is African-American. The poverty rate is currently at 42%. Wall is located in western South Dakota and is approximately 50 miles east of Rapid City, the nearest "large city" (population greater than 60,000). The community of Wall has an approximate population of 820 people. Ranching and tourism provide most of the employment in the community. By most standards, Wall would be considered a rural community.

The Mission Statement of the Wall School District 51-5 is to empower all students to fully develop their potential to succeed in an ever-changing world. Furthermore, according to the No Child Left Behind Act all students must achieve at the Advanced or Proficient levels on challenging state academic standards and achievement by 2014. The Elementary Staff believes that 100% of the children meeting the academic standards means 100% and will do everything possible to help them meet that target.

The success of Wall Elementary School is the result of many factors. First, the students in the district are blessed to have parents and community members who are very supportive of the school and their children. Additionally, the district employs teachers, paraprofessionals, office staff, kitchen staff, custodial staff, administration, and school board who all care for the students very much and work tirelessly to meet their needs. Additionally, the district has received excellent guidance and staff development from the SD Department of Education, Title I staff in Pierre, Rapid City TIE (Technology and Innovation in Education), Jackson Consulting, and Michelle Mehlberg and Erica Weeks (from the South Dakota Reading First Initiative).

Wall Elementary puts an intense focus on reading instruction. Beginning in the fall of 2008, our strong emphasis on reading instruction centered on scientifically based reading research. During reading instruction, the lessons focus on phonemic awareness, phonics, fluency, comprehension, and vocabulary. This approach has worked for us as each year there are a large number of students who achieve at the proficient and advanced levels on the South Dakota State Test of Educational Progress (D-STEP).

According to D-STEP results, math achievement remains well above the confidence interval level. Our instruction is a mix of Cognitively Guided Instruction and the "traditional" method of math instruction. We continue to evaluate our mathematics instruction, and through regular assessments and team meetings we make adjustments to meet the needs of all students.

To meet the needs of all students, several things can happen within the school day. First and most important, it is not uncommon for staff members to cover each other's duties so that a parent meeting can be scheduled or carried out. The staff regularly exchanges ideas as they pass in the hall or head to their vehicles at the end of the day. They also keep an effective line of communication open with the school's principal and the superintendent. Furthermore, the Wall Elementary staff conducts regular team (or grade level) meetings to review student achievement in reading and math. During these meetings, all staff (Title I, SPED, Paraprofessionals, Principal) assigned to work with students in that grade are involved with this process. When applicable, the team develops an intervention plan that focuses on individual student needs. The creative approach to addressing students' needs has been a learning process for everyone, but it has resulted in the Wall Elementary School being recognized as a Distinguished School by the South Dakota Department of Education for seven straight years (2005-2011 inclusively) and the Elementary School's selection as a 2011 National Title I Distinguished School.

Wall Elementary is in the second year of Dakota Character. This program helps our students develop positive relationships with each other and with others around them. Each month the district addresses a new character trait that is selected by the students, school staff, and community. During the month, students learn the definition of the focused trait and how they can demonstrate that trait outside of the classroom. Since beginning Dakota Character, the number of student behavior incidents has decreased while the achievement has slightly increased.

Technology in the Wall School District is another strong point. Every elementary classroom has an interactive white board, every teacher has his/her own laptop computer, and the student to computer ratio (in the Elementary School) is about 1.5 students per computer. Furthermore, the district is a one-to-one laptop school in grades 6-12. Because of the large amount of technology in the district, the staff has taken part in numerous in-service training activities concentrating on integrating technology in the classroom. These experiences have allowed the staff to address literacy not only in reading and mathematics, but also in the content areas.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. Each spring the Wall School District administers the Dakota Standard Test of Educational Progress (D-STEP) in grades 3-8 and 11. The students are assessed in Reading and Mathematics in all grades and in Science in grades 5, 8, and 11. The D-STEP measures students' mastery against the South Dakota State Content Standards. The students' cut scores determine one of four proficiency levels; Advanced, Proficient, Basic, and Below Basic.

According to the South Dakota Department of Education, a student performing at the advanced level exceeds expectations for that grade level and is able to perform the content standards for the grade at a high level of difficulty, complexity, or fluency beyond that specified by the grade-level standards. A student performing at the proficient level meets expectations for that grade level and is able to perform the content standards for the grade at the level of difficulty, complexity, or fluency specified by the grade-level standards. A student performing at the basic level performs below expectations for that grade level and is able to perform some of the content standards for the grade below the level of difficulty, complexity, or fluency specified by the grade-level standards. Finally, a student performing at the below basic level is unable to perform the content standards for the grade level (therefore, no description is given by the SD DOE).

Because Wall Elementary School believes 100% (of the students scoring proficient and advanced) means 100%, the Wall Elementary staff is determined to have all students to score at the proficient and/or advanced level in reading, math and science.

B. According to http://doe.sd.gov/reportcard/index.aspx, Wall Elementary School's subgroups are limited to White, Economically Disadvantaged, Male and Female. The data listed includes Reading and Mathematics for all grades 3-5. The average percent of students scoring at the proficient and advanced levels is above 90% in both reading and math.

Because the 2007 third grade class scored below the 50% mark in national reading achievement, Wall Elementary took part in the South Dakota Reading First Initiative. Reading proficiency has gone up significantly during the last two years and in three of the past 5 years students scoring in the proficient and advanced levels have been 95% or higher. The 2010 and 2011 results show there is a large percent of students scoring at the advanced level. After three years of focusing on reading instruction based on Scientifically Based Reading Research, in 2011, 62% of the third graders scored advanced and 38% of the third graders were proficient (100% proficient and advanced). In reading, the boys' and girls' proficiency rates were comparable to the "All Students" category. Since the staff has begun team meetings, the achievement gap has decreased in reading with "All Students" and economically disadvantaged students.

Math achievement has remained consistent during the past five years. The biggest discrepancy is found with the results of the economically disadvantaged. Now that the staff has discovered that such a discrepancy exists, we have found success addressing reading needs for each student in team meetings. We have also begun addressing individual student needs for mathematics at team meetings. These activities have closed the achievement gap 10 percentage points between 2010 and 2011.

Each fall Wall Elementary School conducts a data retreat during in-service prior to the start of the school year and again the second month of school. During these data retreats the staff analyzes each student's results (from https://solutions1.emetric.net/sdstep/), making note of which standards are in need of additional attention. The staff consults their curriculum maps and maps of corresponding grade levels, and

previous lesson plans to determine if the standards that need attention were covered the previous year or if instruction on that standard needs to be adjusted and/or assessed differently.

The staff uses several methods to monitor student achievement in reading and mathematics. In reading the students are progress monitored regularly throughout the school year. The school employs the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment. Students who are considered to be strategic or intensive in their reading achievement are progress monitored more frequently than those who are labeled as benchmark. In addition to DIBELS, the staff tracks student progress through theme tests, weekly skills tests, the Dakota Assessment of Content Standards, and Accelerated Reading. In math, students' progress is monitored using chapter tests, daily assignments, classroom observations, the Dakota Assessment of Content Standards, K-TEA, and Accelerated Math. The results of these assessments are what drive the staff discussions during the regular team meetings.

2. Using Assessment Results:

The Wall Elementary staff believes that student assessments are similar to a thermometer in the doctor's office. Like a thermometer, administering, scoring and reviewing student assessments are an initial step to determine if there is reason for concern. Once the staff determines that there is a problem we explore to see where it may exist. We develop and carry out a plan of action. This action includes, but is not limited to determining the extent of the needs to plan staff development, evaluate school curriculum, and/or planning interventions for individuals and/or small groups.

Each year the Wall School District developed the district report card. The report card includes results of the D-STEP for each subgroup in grades 3-8 and 11, K-5 student reading growth in DIBELS, district attendance rate, district graduation rate, Adequate Yearly Progress status, as well as other information to keeps the community stakeholders informed of student progress. Once completed, the district distributes copies of the report cards to several businesses throughout the community and school office. There is a link to the report card on the district's website. Each school board member receives a copy of the report card. Finally, each fall the members of the Title I Parent Committee and the Consolidated Application Committee review the contents of the district report card so they can provide guidance to other community stakeholders.

The district also prints off all students D-STEP data and distributes it during the fall open house and first week of school. The district superintendent, school counselor, principal, and teachers are all available to explain students' results to parents with questions.

Currently the elementary is in the process of developing a standards based report card. Our goal is to use this form to provide more specific information to parents/guardians about their child's progress against the state content standards. We will also use the information on the report cards to assess instruction and guide curriculum development.

3. Sharing Lessons Learned:

The Wall Elementary School staff is very eager to share what they have learned during professional development and how they have implemented the professional development into the classroom. The sharing of information occurs among elementary classrooms and with the Middle School and High School. Those who teach do most of the sharing during staff meetings, during team meetings, staff development days, at regional in-service meetings, and with contacts they have accumulated throughout their careers.

Because announcements can be sent out electronically, staff meetings are reserved for curriculum issues. During these meetings, the elementary staff uses the time as, "Tough Nut to Crack" meetings where we discuss those students who aren't responding to the interventions covered during team

meetings. During the "Tough Nut to Crack" meetings, the staff members come with their experiences and research to provide their expertise to the group of teachers who work with the struggling student(s).

This year is the first year the Middle School is conducting team meetings. The middle school staff received training from our Kindergarten teacher. The Kindergarten teacher was chosen to provide this training because she, as an instructional coach, has provided the initial training to the elementary staff. The elementary staff has been working with the middle school staff, providing guidance in how data is used in the elementary school and how they communicate with each other and with the students' families.

The strategies the elementary staff has learned have been relayed to the High School staff, specifically the Special Education teachers and paraprofessionals. Several of the students have received more appropriate reading and math instruction due to the assistance the staff provides each other. The elementary staff has provided professional development for some High School Special Education staff when reading and math instruction has become difficult.

Recently, the Wall School District took part in a regional staff development day with three neighboring school districts (Kadoka, Philip, and New Underwood). During this time the staff shared activities that have been instrumental to our students' success. Some of the activities covered include, but were not limited to the discussion of team meetings, reading interventions, math interventions, and several various instructional techniques.

The district staff is active in several organizations and has many contacts throughout the state. The elementary principal and district superintendent share many of the successful strategies at their area principal and superintendent meetings. Wall Elementary has staff members who have held several positions within the district, such as instructional coaches, reading specialists, etc. In those positions, they have been part of several learning groups and have kept in touch with several members of those groups. It is not uncommon for staff members to be contacted through a distribution list. This communication involves questions to the group about meeting a need of a student, curriculum questions, teaching questions, etc. The elementary staff also sends out questions on these distribution lists when we are in need of assistance.

4. Engaging Families and Communities:

Wall Elementary School uses various methods to include the families and community members. First, the families and community members are part of the Elementary Title I Parent Committee and the district's Consolidated Application Committee. The families receive regular communication from the teachers. Community members are included with the Character Committee.

Federal regulations require that we include parents and community stakeholders with planning and implementing programs paid for out of federal funds. The parents/guardians and community are involved with this process through the Title I Parent Committee and the Consolidated Application Committee. The Title I Parent Committee meets at least two times per year. At those meetings we discuss the Title I program, how Title I is used to meet the needs of the students, and several activities that help us know how we can better communicate with the parents/guardians and community. The Consolidated Application Committee is similar to the Title I Parent Committee, but it provides insight into the other Title programs (Title II Part A, Title II Part D, Title IV, etc). Even though some of these federal programs are no longer funded, the district uses the allocation to continue with the activities.

Previously the elementary school sent home weekly newsletters that included a summary of the weekly classroom activities and activities families can do when they work with their child. Each day the elementary students take their BRAG books home. In these BRAG books teachers send home

communication that may include activities students can do at home to improve reading and math skills. The BRAG books are also used to send home student work.

Finally, the district is in its second year of Dakota Character. As part of that initiative, we have a committee of community members who work with each other to define several character traits, organize school and community activities that promote good character, and act as a sounding board or communicate with the rest of the district stakeholders.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

To ensure that the Wall students meet the state standards the teachers indicate, on their lesson plans, which of the state content standards they are addressing with each lesson. By identifying the content standards in each lesson, it ensures that the teachers are helping students meet the requirements of the No Child Left Behind act. It also allows the teachers to track their instruction for their curriculum maps, and it prepares the students for current and future assessments.

The language arts curriculum addresses the "Big Five" of reading instruction, spelling, writing, and speaking. The mathematics curriculum centers on the state content standards. Science curriculum is both integrated into reading instruction and entails hands-on activities. Social studies content is also integrated into reading instruction. Each of the elementary classrooms has what we refer to as "Specials" where students leave the classroom for music instruction, physical education, and art. Finally, due to our incredible access to technology, the teachers integrate technology into several areas of the curriculum.

Wall Elementary School designates 115 minutes per day for reading and language arts instruction. In reading, the staff addresses the "Big Five" of reading instruction. The "Big Five" of reading instruction are Phonemic Awareness, Phonics, Fluency, Comprehension, and Vocabulary. Each of these areas of focus is included within the state content standards. As the students get older, they focus less on phonemic awareness or phonics. However, if during a team meeting the teachers believe a student needs phonemic awareness and/or phonics interventions, those areas are addressed. Writing, spelling, and speaking are included in the "Big Five" of reading instruction.

Mathematics instruction centers on five strands that include number sense, measurement, algebra, statistics, and geometry. To ensure mastery, the staff employs different methods of instruction. These methods include cognitively guided instruction, hands-on activities, and several problem solving activities.

Science standards are covered in a couple of ways. First, science is integrated into many reading lessons. Students are exposed to science standards when they are grouped during leveled readers. Several extension activities in reading include science centers and nonfiction stories. The standards are also covered using hands-on activities with our science kits.

The social studies standards are also covered through reading instruction. Like the science standards, the social studies standards are taught through content in the texts, phonics readers, learning centers, and/or the leveled readers. The social studies standards are also covered with additional periodicals purchased for the library and classrooms.

The elementary classrooms are scheduled to attend art class one day per week. The students attend music and physical education two times per week. The high school Spanish teacher goes into each of the elementary classrooms two times per week for lessons on basic Spanish. Each classroom is scheduled in the elementary computer lab for keyboarding and technology integration.

2. Reading/English:

Wall Elementary School employs instructional strategies in reading that is focused on scientifically based reading research. The reading instruction covers the "Big Five" of reading: Phonemic Awareness, Phonics, Fluency, Comprehension, and Vocabulary. The staff uses several methods of instruction to ensure that students become proficient readers.

Wall Elementary addresses the “Big Five” several ways. Phonemic awareness, phonics, and fluency are addressed by the teachers through template activities. Onset and rime, phoneme segmentation, and blending activities are introduced using visual aids such as unifix cubes, posters, and interactive white boards. The elementary staff utilizes phonics readers and leveled readers to address reading fluency. Comprehension is addressed when the students read the main stories in the reading texts, complete activities that are considered nonlinguistic representations (flow charts, KWL charts, etc.) Vocabulary readers and numerous vocabulary activity charts provide opportunities for the students to increase their working vocabulary.

Once the significance of student literacy became major focus of the staff, much attention was given to what would be the best approach to reading instruction. The staff reviewed Dakota STEP data, Emetric Data, student work, and national research to determine how it was going to approach reading instruction. The findings of the National Reading Panel provided the staff with the information it needed to pursue this approach. We believed that if we directed our attention to the “Big Five”, our students would be reading at or above grade level by the time they completed third grade. As a staff, we thought that we could continue to focus on the “Big Five” in grades four and five.

Once the staff agreed to the direction of reading instruction, we chose a reading series that would provide us with the materials necessary to completely cover the necessary skills. After a review of several samples, the staff chose a core series that would help us raise the skill levels of our struggling readers, while providing us with activities that will also challenge those students who excelled. Through the years, staff members have reviewed scores of supplemental materials and we have integrated some into the curriculum so the needs of struggling students can be addressed as well as those who achieve at a high level.

3. Mathematics:

Mathematics is taught in the classrooms by each teacher. Mathematics instruction centers on five strands: number sense, measurement, algebra, statistics, and geometry. To ensure mastery, the staff employs different methods of instruction. These methods include cognitively guided instruction, hands-on activities, and a lot of problem solving activities.

Like the other disciplines the staff consulted their curriculum maps, assessment results, the state content standards, and the curriculum and achievement standards from the National Council of Teachers of Mathematics, the staff chose a math series that they believed would best serve the students. The elementary staff worked very closely with the Middle School staff and High School staff during the selection process. After about a year of exploring, the elementary school selected Houghton Mifflin as its main math series.

In addition to the selection process for materials, the elementary school took part in the South Dakota Counts project from the Technology and Innovation In Education (TIE) office in Rapid City. South Dakota Counts is a focused statewide professional development program designed to build broad-based expertise and leadership for improving elementary mathematics instruction. The school sent a teacher leader who received extensive training. Upon receiving this training, the teacher leader provided additional in-service training to the rest of the elementary staff.

The training our teacher leader provided enhanced the mathematics instruction in the elementary school. Instead of strictly working from the textbooks and workbooks, the teachers have moved into teaching problem solving strategies through cognitively guided instruction. Cognitively Guided Instruction (CGI) increases teachers’ understanding of the knowledge that students bring to the math learning process and how they connect that knowledge with formal concepts and operations. Now the staff provides several opportunities for students to connect their previous learning during problem solving activities. Students are given opportunities to display their work and thought process through various manipulatives and technology.

Finally, the elementary staff has begun addressing its mathematics program to replicate what is done during reading. In addition to the whole group instruction, the teachers have differentiated according to the needs of students. This differentiated instruction is carried out via flexible groups, adjusted according to the needs of students in the classroom. As the students grow and respond to interventions, groups are adjusted and instruction continues to focus on the needs of each student.

4. Additional Curriculum Area:

The mission of the Wall School District 51-5 is to empower all students to fully develop their potential to succeed in an ever-changing world. As technology is a major aspect of this, the Wall School District has spent a lot of time and money on technology equipment and training. The students in grades 6-12 are part of the one-to-one laptop initiative where each student in those grades has a laptop assigned to him/her throughout the school year. In order for the staff to prepare for this venture, every staff member in the district received staff development to prepare them to implement technology into the content areas.

Although the elementary students (K-5) are not part of the one-to-one initiative, the elementary school has 1.5 students per computer. The K-5 classrooms are assigned specific times throughout the week in which they participate in various technology activities. The students in grades K-2 receive introductory activities into the computer. The students in grades 3-5 concentrate on using technology to gain knowledge and become proficient in keyboarding skills.

Grades four and five utilize technology extensively. Some of the activities they take part include developing power-point presentations to enhance oral presentations. The students use word documents to produce a South Dakota history book. The Internet is used extensively for research and documenting sources. Several lessons require the students to develop spreadsheets to document data for science experiments.

Within the South Dakota technology standards more specialized topics are covered under the Math, Language Arts, Science, Social Studies, and the like. The elementary staff integrates technology into the content areas by encouraging students to complete writing assignments for English, science, and social studies. As part of these activities, the students often use technology to edit writing assignments, researching essay topics, finding resources, and etcetera.

Changes and advances in technology require the elementary staff to stay up-to-date with current trends in education as they relate to technology. In turn, the students benefit from the teachers' knowledge in several different ways, including but not limited to teacher modeling, teacher/student interaction, and student collaboration which then leads to the students' ability to use technology independently.

5. Instructional Methods:

Wall Elementary believes that all students can learn. The elementary staff also believes that all students can be proficient in Reading/Language Arts and Math as dictated in the No Child Left Behind Act. To achieve this vision, the elementary staff implements various methods of instruction. Throughout the school day, the elementary staff employs the nine teaching strategies (identified by Robert Marzano) and teaching styles (identified by Eggen and Kauchack) appropriate for the objective and that meet the needs of the students.

Today's students come to school with a wide range of experiences and learning styles. The elementary staff has taken part in staff development that addressed the different teaching styles and teaching strategies. During the staff development activities the staff has consulted with the presenter while they prepared lessons that entailed using the newly learned strategies.

Additionally, by analyzing assessment data the teachers are then able to pinpoint the students who are in need of intensive interventions. It is very common to find students engaged in several activities in small group or one-on-one settings receiving attention. These settings allow the teacher assigned to find and employ numerous interventions such as taped texts, highlighted texts, and classroom material at the student's reading level, and the like.

The team (grade level) meetings are where the elementary staff plans appropriate interventions beyond the initial classroom instruction. The collaboration of classroom teachers, special education teachers and paraprofessionals, and Title I teachers and paraprofessionals determines appropriate interventions and who is best able to put the interventions into action. We believe that this approach ensures that the students with the biggest needs receive instruction from the teacher most qualified to support him/her.

6. Professional Development:

The Wall Elementary School staff works with the High School staff, Middle School staff, school administration, school board, and community with the professional development process. The major driving force that determines the professional development activities comes from the data retreats, team meetings, and other classroom assessments.

During data retreats we thoroughly examine the Dakota STEP results, Dakota Assessment of Content Standards (DACS) attendance results, discipline issues and survey results. From the Emetric site (https://solutions1.emetric.net/sdstep/) and DACS summary print outs, the staff takes advantage of the information provided. At the Emetric site, we compare data for students, classes, and schools from one year to the next. We are able to consult our curriculum maps and determine why students may have scored lower on one standard than another. DACS allows us to uncover which of the state standards need additional attention. Attendance reports, discipline reports, and survey results from student, parent, and staff surveys often clarifies how the learning atmosphere can be improved.

Team meetings help us uncover professional development needs throughout the school year. Through the analysis of day to day assessments (DIBELS, theme and chapter tests, and/or regular classroom assignments) the team members frequently note their thoughts about how professional development can make them stronger teachers.

The school's approach to reading is the best example of how professional development has improved student achievement. As part of the South Dakota Reading First Initiative, the elementary staff received professional development from several sources. During these activities staff was in-serviced in scientifically based reading research, the "Big Five" in reading, and how to effectively conduct team meetings. The results of this training have been, based on DIBELS assessment, DACS, and Dakota STEP results, an increase in reading and math achievement. Since the purpose of the team meetings is to identify and plan for individual student needs, the team meetings is a major factor in the increase of student achievement, specifically 100% of the 2011 scoring advanced and proficient on the Dakota STEP.

7. School Leadership:

The Wall School District leadership team is different from mos. Due to budget restraints, the leadership team is made up of the superintendent, principal, and business manager. The superintendent's duties include: school superintendent, 7-12 principal and 504 director. The Principal's duties include: K-6 principal, Big White (the district's country school) principal, and federal programs director. The business manager provides additional administrative duties in the absence of either the superintendent and/or principal.

The superintendent and principal have divided the staff for evaluation purposes. Since the elementary, middle school, and high school share personnel the elementary principal evaluates those teachers who work with elementary students, while the superintendent evaluates those individuals who only work with middle and high school students and some classified staff. The business manager supervises the day to day activities in the district office as well as evaluates some classified staff.

Strong communication within the leadership team is vital to the success of a school. The Wall School District leadership team frequently meets with its staff and each other to collaborate on the direction of the district. The open and frequent communication has resulted in a strong collaborative culture in the school.

The leadership team supports the teaching staff in many ways. To provide time for teachers to focus on instruction, it is very common to see the principal on the playground for recess supervision. The principal and superintendent monitor the lunchroom so that extra time can be spent planning and carrying out learning activities. Common plan time is arranged in the daily schedule to allow for peer collaboration. Finally, to promote fidelity to staff development opportunities, it is very common to see one or more members of the leadership team taking part in staff development with the district's teachers.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Dakota STEP

Edition/Publication Year: 2010 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Advanced	100	89	93	93	86
Proficient	25	11	12	13	14
Number of students tested	16	18	16	17	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					1
Percent of students alternatively assessed					5
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced					
Proficient					
Number of students tested	6	5	5	6	9
2. African American Students					
Proficient and Advanced					
Proficient					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced					
Proficient					
Number of students tested					
4. Special Education Students					
Proficient and Advanced					
Proficient					
Number of students tested	2	2	1		4
5. English Language Learner Students					
Proficient and Advanced					
Proficient					
Number of students tested					
6. White Students					
Proficient and Advanced	100	87	93	93	94
Proficient	31	13	13	13	17
Number of students tested	13	15	15	15	18
NOTES:					

12SD2

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3 Test: Dakota STEP

Edition/Publication Year: 2010 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Advanced	100	89	81	94	86
Proficient	62	56	31	7	19
Number of students tested	16	18	16	17	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					1
Percent of students alternatively assessed					5
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced					
Proficient					
Number of students tested	6	5	5	6	9
2. African American Students					
Proficient and Advanced					
Proficient					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced					
Proficient					
Number of students tested					
4. Special Education Students					
Proficient and Advanced					
Proficient					
Number of students tested	2	2	1		4
5. English Language Learner Students					
Proficient and Advanced					
Proficient					
Number of students tested					
6. White Students					
Proficient and Advanced	100	93	100	93	94
Proficient	69	53	27	17	22
Number of students tested	13	15	15	15	18
NOTES:					

12SD2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: Dakota STEP

Edition/Publication Year: 2010 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Advanced	89	93	81	85	90
Proficient	33	12	6	11	30
Number of students tested	18	17	16	19	10
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced					
Proficient					
Number of students tested	5	7	6	9	6
2. African American Students					
Proficient and Advanced					
Proficient					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced					
Proficient					
Number of students tested					
4. Special Education Students					
Proficient and Advanced					
Proficient					
Number of students tested	2	1	1	3	1
5. English Language Learner Students					
Proficient and Advanced					
Proficient					
Number of students tested					
6. White Students					
Proficient and Advanced	88	88	79	88	80
Proficient	36	14	7	13	20
Number of students tested	16	16	14	16	10
NOTES:					

12SD2

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4 Test: Dakota STEP

Edition/Publication Year: 2010 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Advanced	94	88	81	95	100
Proficient	33	38	19	21	40
Number of students tested	18	17	16	19	10
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced					
Proficient					
Number of students tested	5	7	6	9	6
2. African American Students					
Proficient and Advanced					
Proficient					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced					
Proficient					
Number of students tested					
4. Special Education Students					
Proficient and Advanced					
Proficient					
Number of students tested	2	1	1	3	1
5. English Language Learner Students					
Proficient and Advanced					
Proficient					
Number of students tested					
6. White Students					
Proficient and Advanced	94	81	79	100	100
Proficient	38	38	14	25	40
Number of students tested	16	16	14	16	10
NOTES:					

12SD2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: Dakota STEP

Edition/Publication Year: 2010 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Advanced	94	80	83	89	95
Proficient	12	13	33	56	24
Number of students tested	17	17	18	9	18
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced					
Proficient					
Number of students tested	7	9	8	2	8
2. African American Students					
Proficient and Advanced					
Proficient					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced					
Proficient					
Number of students tested					
4. Special Education Students					
Proficient and Advanced					
Proficient					
Number of students tested	1	1	3	1	1
5. English Language Learner Students					
Proficient and Advanced					
Proficient					
Number of students tested					
6. White Students					
Proficient and Advanced	93	80	87		75
Proficient	13	13	40		25
Number of students tested	15	15	15	7	16
NOTES:					

12SD2

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 5 Test: Dakota STEP

Edition/Publication Year: 2010 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Advanced	94	94	78	100	89
Proficient	41	27	22	67	21
Number of students tested	17	17	18	9	18
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced					
Proficient					
Number of students tested	7	9	8	2	8
2. African American Students					
Proficient and Advanced					
Proficient					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced					
Proficient					
Number of students tested					
4. Special Education Students					
Proficient and Advanced					
Proficient					
Number of students tested	1	1	3	1	1
5. English Language Learner Students					
Proficient and Advanced					
Proficient					
Number of students tested					
6. White Students					
Proficient and Advanced	93	93	80		100
Proficient	40	27	27		38
Number of students tested	15	15	15	7	16
NOTES:					

12SD2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient and Advanced	94	87	85	88	90
Proficient	23	11	17	20	20
Number of students tested	51	52	50	45	49
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	5
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	89	66	68	88	82
Proficient	11	14	5	17	4
Number of students tested	18	21	19	17	23
2. African American Students					
Proficient and Advanced	0	0	0	0	0
Proficient	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Proficient and Advanced	0	0	0	0	0
Proficient	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Proficient and Advanced					
Proficient					
Number of students tested	5	4	5	4	6
5. English Language Learner Students					
Proficient and Advanced	0	0	0	0	0
Proficient	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Proficient and Advanced	93	85	86	92	83
Proficient	26	13	20	23	20
Number of students tested	44	46	44	38	44
NOTES:					

12SD2

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient and Advanced	95	90	79	95	89
Proficient	44	40	23	24	24
Number of students tested	51	52	50	45	49
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	5
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	94	76	68	88	95
Proficient	38	37	21	29	8
Number of students tested	18	21	19	17	23
2. African American Students					
Proficient and Advanced	0	0	0	0	0
Proficient	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Proficient and Advanced	0	0	0	0	0
Proficient	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Proficient and Advanced					
Proficient					
Number of students tested	5	4	5	4	6
5. English Language Learner Students					
Proficient and Advanced	0	0	0	0	0
Proficient	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Proficient and Advanced	95	88	86	97	97
Proficient	47	39	22	30	31
Number of students tested	44	46	44	38	44
NOTES:					

12SD2